

**HORIZONTAL AND VERTICAL PLANNER
2024-2025**

Grade Level: ECE B

Duration	Week 5 August – Week 4 October		Week 1 November - Week 2 January	Week 3 January – Week 4 March		Week 5 March – Week 5 May
Transdisciplinary			VA & PA			Man
Transdisciplinary Theme	<p style="text-align: center;">Who We Are</p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human</p>	<p style="text-align: center;">Where we are in place and time</p> <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives</p>	<p style="text-align: center;">How we express ourselves</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p>	<p style="text-align: center;">How the world works</p> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p style="text-align: center;">How we organize ourselves</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p style="text-align: center;">Sharing the planet</p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution</p>
Central Idea:	<p>Relationships/Community</p> <p>Everyone's actions affect their relationships and the community.</p>		<p>Expression/Creativity</p> <p>We have more than 100 languages to express our ideas.</p>	<p>Nature/Environment</p> <p>We can observe and investigate to understand the world around us.</p>		<p>Living Things/Plants</p> <p>Choices we make can affect living things.</p>
Key Concepts:	<p>Function - How does it work?</p> <p>Responsibility - What are our obligations?</p>		<p>Form – What is it like?</p> <p>Change – How is it transforming?</p> <p>Perspective – What are the points of view?</p>	<p>Change – How is it transforming?</p> <p>Causation – Why is it like it is?</p>		<p>Form – What is it like?</p> <p>Function – How does it work?</p> <p>Responsibility – What are our obligations?</p>

	Connection – How is it linked to other things?			Function - How does it work?		
Related Concepts:	Friends, Family, Teamwork, Conflict resolution		Sound, Movement, Stories, Art, Culture	Light, Cause and Effect, Motion		Growth, Needs, Living things
Lines of Inquiry:	<p>1. Our relationships in our communities.</p> <p>2.Actions that build community.</p> <p>3.Contributing to our community.</p>		<p>1.Expressing ourselves through sound & movement.</p> <p>2.Expressing ourselves visually.</p> <p>3.Sharing our personal stories.</p>	<p>1. Learning to observe.</p> <p>2. Predicting change.</p> <p>3. Communicating what we learn.</p>		<p>1.Needs of plants.</p> <p>2.Uses of plants.</p> <p>3.Our responsibility towards living things. (plants)</p>
Teacher questions & provocations	<p>Who are important people in my life? (significant relationships)</p> <p>Who do I have a relationship with? (family friends, pets, etc)</p> <p>What communities do I belong to?</p> <p>Who am I connected to? in my family, class, school community?</p> <p>How can I contribute to our community?</p> <p>How can I help at home/class/school/communit</p> <p>ity?</p> <p>If I make a poor choice how will my friend feel?</p> <p>How can I "mend" our friendship?</p> <p>How can I be caring to others? (ACTION)</p>		<p>What are some emotions we may feel?</p> <p>How can we use colour or art to communicate our feelings to others?</p> <p>When we look at some artwork or listen to some music, how do we feel?</p> <p>What message might the artist or musician want to communicate?</p> <p>How can we use movement or sound to express our feelings to others?</p> <p>How can we communicate a story to others? Is there another way other than writing/book? (Data? Music? Sound? movement?)</p> <p>Can we use sound or music to add to our stories?</p>	<p>What can we see, hear, feel?</p> <p>How can we record what we see to share with others?</p> <p>What do you think will happen?</p> <p>What happened? Why?</p> <p>What do you think will change? How did it change? Why?</p> <p>How can we show others what happened?/changed?</p> <p>What do we want to find out more about? What did you find interesting to explore?</p> <p>Can we change it? how did you change it?</p> <p>Provocation Wonderwall question: What do we want to find about more about?</p>		<p>What do living things need to survive and grow?</p> <p>What do plants need to live and grow?</p> <p>How can we use plants in our lives? For our health?</p> <p>Why are plants important in our environment?</p> <p>How are we connected to our environment?</p> <p>What are some consequences of our choices on the plants in our environment?</p> <p>What responsibilities do we have towards plants?</p> <p>What responsibility do we have for our planet? How can we care for our planet? (ACTION)</p>

			<p>How can we respond to music through dance and movement?</p> <p>What is our culture? How can we express our culture to others?</p> <p>How else could we express ourselves (100 Languages) (ACTION)</p>	<p>How can we communicate our discoveries? (ACTION)</p>		
Approaches to Learning (ATLs)	<p>SS1.1.2 Play cooperatively in a group: sharing, taking turns.</p> <p>SM1.3 Follow classroom routines.</p> <p>SS1.2.1 Be aware of own and others' feelings.</p>		<p>C1.1.2 Listen actively and respectfully to others speak.</p> <p>C4.1.8 Communicate using a range of technologies and materials.</p> <p>SS1.2.1 Be aware of own and others' feelings.</p> <p>SM2.2.4 Manage feelings and resolve conflict.</p>	<p>R1.1.1 Ask or express through play questions that can be researched.</p> <p>R1.3.1 Sort and categorize information and materials, arrange into forms or order, for example, with graphs, marks or symbols using emergent writing skills.</p> <p>T1.1.1 Observe carefully.</p>		<p>T2.1.2 Use discussion and play to generate new ideas and investigations.</p> <p>T4.1 Reflect on their learning by asking questions such as: What did I learn today? What can I already do? What will I work on next?</p> <p>C1.3.2 Participate in conversations.</p>
Learner Profile Attributes	Caring Principled		Risk-taker Communicator Open-minded	Inquirer Thinker Reflective		Balanced Knowledgeable
Discipline Focus	Language, Math, Social Studies,		Language, ICT, Art	Science, Math,		Language, Science

<p>Demonstrating Literacy Behaviours</p>	<p>11.2 Identify personal preferences in reading materials in different contexts.</p>		<p>1.1 explore sounds, rhythms, and language structures, with guidance and on their own.</p> <p>11.9 retell, orally or with non-verbal communication, familiar experiences or stories in proper sequence.</p> <p>1.11 demonstrate an awareness that words can rhyme, can begin or end with the same sound and are composed of phonemes that can be manipulated to create new words.</p> <p>10.6 communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing.</p>	<p>1.7 use specialized vocabulary for a variety of purposes.</p> <p>10.5 experiment with a variety of simple writing forms for different purposes and in a variety of contexts.</p> <p>10.1 demonstrate an interest in writing and choose to write in a variety of contexts.</p>	<p>9.1 use reading behaviours to make sense of familiar and unfamiliar texts in print.</p> <p>11.10 retell information from non-fiction materials that have been read by and with the educator team in a variety of contexts, using pictures and/or props.</p>
<p>Self-regulation and wellbeing</p>	<p>2.1 Demonstrate self-reliance and a sense of responsibility.</p> <p>6.5 Discuss and demonstrate in play what makes them happy and unhappy, and why.</p>		<p>2.5 Develop empathy for others, and acknowledge and respond to other people's feelings</p> <p>7.1 participate actively in creative movement and other daily, physical activities.</p>	<p>2.3 Demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks.</p>	<p>3.2 Demonstrate the ability to take turns during activity and discussions.</p>
<p>Language - Yearlong</p>	<p>Demonstrating Literacy Behaviors</p> <p>1.4 sustain interactions in different contexts</p> <p>1.5 use language (verbal and non-verbal communication) in various contexts to connect new experiences with what they already know.</p> <p>1.7 use specialized vocabulary for a variety of purposes.</p> <p>1.8 ask questions for a variety of purposes and in different contexts.</p>				

	<p>11.1 demonstrate an interest in reading</p> <p>11.2 identify personal preferences in reading materials in different contexts.</p> <p>concepts of print when a text is read aloud or when they are beginning to read print.</p> <p>11.4 respond to a variety of materials that have been read aloud to them.</p> <p>11.6 use prior knowledge to make connections to help them understand a diverse range of materials read by and with the educator team.</p> <p>11.7 use illustrations to support comprehension of texts that are read by and with the educators.</p> <p>11.8 demonstrate knowledge of most letters of the alphabet in different contexts.</p>					
Demonstrating Mathematics Behaviors	<p>15.2 investigate some concepts of quantity and equality through identifying and comparing sets with more, fewer, or the same number of objects.</p> <p>15.9 compose and decompose quantities to 10</p> <p>15.10 investigate addition and subtraction in everyday experiences and routines through the use of modelling strategies and manipulatives and counting strategies</p>		<p>Demonstrating Mathematics Behaviors</p> <p>18.4 create and translate patterns.</p> <p>18.1 identify and describe informally the repeating nature of patterns in everyday contexts using appropriate terminology and gest</p> <p>18.2 explore and extend patterns using a variety of materials</p> <p>18.3 identify the smallest unit (the core) of a pattern and describe why it is important.</p>	<p>Demonstrating Mathematics Behaviors</p> <p>16.1 select an attribute to measure, determine an appropriate non-standard unit of measure, and measure and compare two or more objects.</p> <p>16.2 investigate strategies and materials used when measuring with non-standard units of measure</p> <p>20.5 investigate and describe how objects can be collected, grouped, and organized according to similarities and differences.</p>		<p>15.6 use information to estimate the number in a small set.</p> <p>15.7 explore and communicate the function/ purpose of numbers in a variety of contexts</p> <p>20.6 use mathematical language in informal discussions to describe probability in familiar, everyday situations.</p>
Mathematics - Yearlong	<p>15.2 Investigate some concepts of quantity and equality through identifying and comparing sets with more, fewer, or the same number of objects.</p> <p>15.3 Make use of one-to-one correspondence in counting objects and matching groups of objects.</p> <p>19.1 Ask questions that can be answered through data collections, collect data, and make representations of their observations using graphs.</p>					
Problem Solving and innovating	<p>4.1 Use a variety of strategies to solve problems, including</p>		<p>13.3 select and use materials to carry out</p>	<p>13.2 make predictions and observations</p>		

	<p>problems arising in social situation.</p>		<p>their own exploration.</p> <p>24.4 select and use tools, equipment, and materials to construct things.</p>	<p>before and during investigations.</p> <p>13.4 communicate results and findings from individual and group investigations</p> <p>24.3 make predictions and observations as part of the process of creating and designing</p>		
Belonging and Contributing	<p>5.1 demonstrate respect and consideration for individual differences and alternative points of view.</p> <p>25.1 recognize personal interests, strengths, and accomplishments.</p> <p>26.2 understand that different groups/ communities may have different ways of being and working together</p> <p>26.3 describe, both verbally and non-verbally, ways in which they contribute to the various groups to which they belong.</p> <p>28.1 Recognize people in the community and talk about what they do</p> <p>29.1 identify similarities and differences between local environments.</p>		<p>27.1 develop strategies for standing up for themselves, and demonstrate the ability to apply behaviors that enhance their personal well-being,</p> <p>27.2 think critically about fair/unfair and biased behaviors towards both themselves and others, and act with compassion and kindness.</p> <p>5.2 talk about events and retell, dramatize, or represent stories or experiences that reflect their own heritage and cultural background and the heritage and cultural background of others.</p>	<p>1.2 Listen and respond to others, both verbally and non-verbally for a variety of purposes and in a variety of contexts</p> <p>25.3 Express their thoughts and share experiences.</p>		<p>29.2 Describe what would happen if the local environment changed.</p> <p>29.3 Identify ways in which they can care for and show respect for the environment</p> <p>29.4 Participate in environmentally friendly experiences in the classroom and the schoolyard.</p> <p>27.3 Recognize discriminatory and inequitable practices and behaviors and respond appropriately</p>

Social-Emotional Learning skills	A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences, in order to support healthy relationships, a sense of belonging, and respect for diversity.		A1.1 Apply skills that help them identify and manage emotions as they participate in learning experiences, in order to improve their ability to express their own feelings and understand and respond to the feelings of others.	A1.3 Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences, in order to promote a sense of optimism and hope.		A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences, in order to support the development of a sense of identity and a sense of belonging.